distracted.

District officials said school was open the following day, and that a team of counselors and psychologists had visited students and parents.

■ **A student at Wellington (Kan.) High School was arrested on Nov. 18 for allegedly printing counterfeit $100 bills in a workshop in the school's basement.**

Tye Deschaine, 18, was released on his own recognizance on the night of his arrest. He is believed to have been working in the basement on Nov. 11 when a school custodian discovered that the door to the workshop was tied shut with rope, said Steve Brown, Wellington's police chief.

The case, which is being handled by Annette Gurney of the U.S. Attorney's office in Wichita, is still under investigation. As of last week, Mr. Deschaine had not been charged, Ms. Gurney said. The investigation is expected to be completed this week, she added. In the meantime, the student is continuing to attend Wellington High School, according to Merlyn Elder, the school's principal.

A second student, who has not been arrested or charged, is also suspected of working with Mr. Deschaine in the alleged counterfeiting scheme, according to Mr. Brown.

■ **The U.S. Justice Department's Community Relations Service has agreed to mediate a dispute involving charges of racial bias leveled at the governing board of a newly consolidated school district in Arkansas.**

Black residents of Wheatley, Ark., filed suit in federal court earlier this year charging that whites from the former Palestine school district dominate the school board formed when the two districts agreed to consolidate in 1987.

The lawsuit asks the court to disband the current eight-member board and replace it with one whose members would be elected from geographic districts.

U.S. District Judge Henry Woods, who oversees the case, late last month ordered parties to the suit to cooperate in the Justice Department's mediation efforts.

■ **Financial problems caused the Toledo Head Start program, which state officials had singled out as one of Ohio's best, to close its doors from late November until early last week.**

Parents with children in the program were told late last month that a $200,000 funding shortfall had forced the layoff of as many as 200 teachers, bus drivers, and other employees, according to published reports.

Federal officials awarded a $200,000 grant to make up the shortfall—which local officials blamed on escalating health-care costs—and reopen the program, said William Sullivan, a spokesman for Head Start's regional office in Chicago .

■ **Temple University's Center for Social Policy and Community Development has been awarded a $1 million grant over five years to develop a model program for preventing child abuse.**

The program, which will be funded by the National Center for the Prevention of Child Abuse and Neglect, will attempt to "teach people to mind each other's business in a positive and supportive way," according to Seymour J. Rosenthal, director of the center.

The program will work with neighbors throughout North Philadelphia through church groups, schools, and other civic organizations to teach good parenting skills, health care, and alcohol- and drug-abuse prevention.

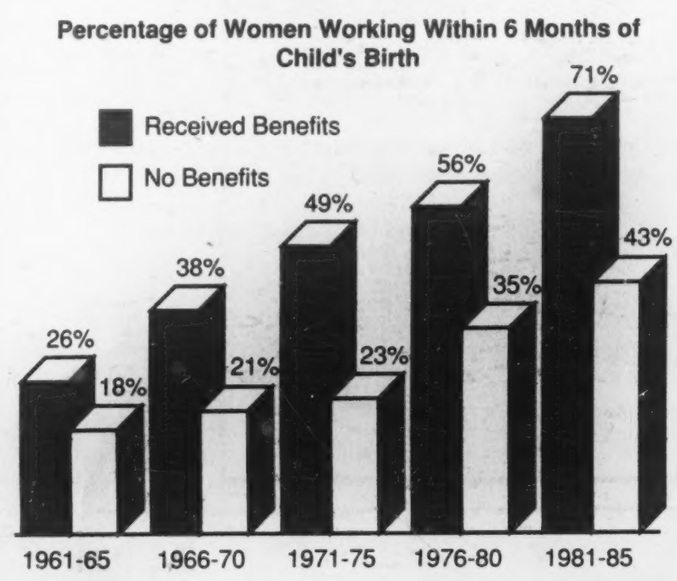
Residents in the program will be brought together for "celebrations of life," when babies are born in the neighborhoods, and parents will be urged to take "birth vows," similar to wedding vows, to become more committed to proper parenting, Mr. Rosenthal said.

Officials with the center proposed the project after learning that reports of child abuse in the area had increased 94 percent since 1980, he added.

As part of the program, W. Wilson Goode, the city's Mayor, will appoint a task force that will coordinate the efforts of the city's various human-service agencies to better prevent and treat child abuse.

DIMENSIONS

Benefits and Working Mothers



Better benefits, including maternity leave and seniority protection, seem to be helping speed women back to work sooner after childbirth, according to data collected by Martin O'Connell, a demographer with the U.S. Census Bureau.

Mr. O'Connell told a recent meeting of the American Statistical Association that between 1981 and 1985, about 71 percent of women who received benefits returned to work within six months of childbirth. Only about 43 percent of women without benefits were back at work within six months, he said.

Twenty years ago, Mr. O'Connell said, 26 percent of women with benefits returned to work within six months, and 18 percent without benefits did so. "An offer of job retention after childbirth must be considered as an important explanatory factor," Mr. O'Connell said.

Benefits for expectant working mothers are much more widely available today, Mr. O'Connell said. In the early 1960's, about 16 percent of women had paid maternity leave and another 14 percent had unpaid leave with job protection. By the early 1980's, 47 percent had paid maternity leave and 20 percent had unpaid leave.

UPDATE

■ **A federal appeals court has upheld a lower-court ruling allowing peace activists the same opportunity as military recruiters to address Atlanta students at the district's "Career Day."** *(See Education Week, March 15, 1989.)*

The ruling stems from a suit filed in 1984 against the city's school board by the Atlanta Peace Alliance. The suit charged that the district's policy of allowing military recruiters, but not antiwar groups, to participate in Career Day events was discriminatory.

U.S. Justice Department lawyers joined the suit on behalf of the district at the district-court level, arguing that military recruiters should have preferred access to the event "for reasons of national security."

The U.S. Court of Appeals for the 11th Circuit's decision last month upheld the district-court ruling that the peace activists could not be barred solely on the basis of the group's antiwar position.

■ **A federal appeals court has upheld the conviction of Dan C. Alexander Jr. on charges of racketeering and extortion** related to construction contracts let while he was president of the Mobile County, Ala., school board during the early 1980's.

Mr. Alexander, author of *Who's Running Our Schools?*, a critique of the National Education Association, currently is serving a 12-year prison sentence for his 1986 convictions. *(See Education Week, Jan. 14, 1987.)*

The latest appeal in the case was based on a new U.S. Supreme Court interpretation of the federal Racketeering Influenced Corrupt Organizations statute.

A three-judge panel of the U.S. Court of Appeals for the 11th Circuit ruled last month that Mr. Alexander's conviction under the RICO statute was valid because his criminal activities were related and would likely have continued in the same pattern.

PEOPLE

■ A psychologist who played a key role in outlawing school segregation, a governor who was active in education reform, and an educator who brought higher education to an impoverished Indian reservation were last week awarded the second annual Harold W. McGraw Jr. Prizes in Education.

The prizes, which carry a cash award of $25,000, went to **Kenneth B. Clark**, distinguished professor of psychology emeritus at the City University of New York, former Gov. **Richard W. Riley** of South Carolina, and **Kathleen A. Ross**, president of Heritage College in Washington State.

Joseph L. Dionne, chairman of McGraw-Hill Inc., said the winners provided "the initiative, the leadership, and the inspiration" to help ensure that all citizens "reach their fullest learning potential."

■ **William P. Morris**, superintendent of the Monroe County Intermediate School District in Monroe, Mich., has been elected president-elect of the American Association of School Administrators.

Mr. Morris, a member of the association's executive committee, will assume his one-year term March 15. At that time, **Erling Clausen**, superintendent of the Berkeley Heights, N.J., schools, will become president of the organization.

Paul Jung, superintendent of Community Consolidated School District 62 in Des Plaines, Ill., was elected to the one-year term of vice president. **John Duncan**, superintendent of the Simi Valley, Calif., schools, and **Wayne Blevins**, superintendent of the Alief Independent School District in Alief, Tex., were elected to three-year terms on the A.A.S.A. executive committee.

■ Calling the increase in incidents involving weapons in the New York City schools "an epidemic," **Sandra Feldman**, president of the United Federation of Teachers, last week called for metal detectors to be installed in all city high schools that want them.

Fourteen city high schools and one junior high currently use metal detectors, she said, and none has had a single gun incident since they were installed.

Ms. Feldman spoke at a special hearing of the board of education called to discuss the increase in violence in the city's schools this year. Nineteen incidents involving guns were reported in the district in the first 36 days of school, she said.

■ **Stanley S. Litow**, a frequent critic of the New York City public schools, has been named deputy chancellor of the nation's largest school district by Joseph A. Fernandez, the district's incoming superintendent.

Mr. Litow is founder and president of Interface, a watchdog group that in recent years has issued some 50 reports criticizing various aspects of the district's operations. He has no previous experience as a school administrator, but served as the staff director for the search committees that selected Mr. Fernandez and his predecessor as chancellor, the late Richard R. Green.

MILESTONES

■ **Eliana Martinez,** a mentally disabled AIDS victim whose mother successfully challenged a judge's ruling that she attend school in a glass booth, has died of the disease. She was 8.

Eliana's plight attracted nationwide attention in 1988 after school officials in Hillsborough County, Fla., said she could not attend school there because she posed a health risk to other students. A federal judge ruled the girl could attend school in a specially constructed, $10,000 glass booth. The girl's adoptive mother, Rosa Martinez, successfully challenged the decision.

Eliana died Nov. 27 at her home in Tampa—seven months after she was first allowed to attend school without the enclosure. *(See Education Week, May 10, 1989.)*

■ **Eleanor J. Farrar**, an educational researcher and expert on urban high schools, died of cancer Nov. 26 at her home in Shaker Heights, Ohio. She was 50.

An assistant professor of educational studies at the State University of New York at Buffalo, Ms. Farrar was best known as a co-author of *The Shopping Mall High School*, a 1985 book that examined the undemanding, disjointed course of study undertaken by the majority of students.

Ms. Farrar also contributed research reports to the National Commission on Excellence in Education, and was recently involved in a long-term study of the effects of the Boston Compact, an agreement between that city's schools and businesses.

■ **Ronald W. Mitchell**, executive director of the International Reading Association since 1984, died of heart failure Nov. 17. He was 54.

Mr. Mitchell, who joined the I.R.A. as assistant executive secretary in 1966, recently was selected to serve on the steering committee for the World Conference on Education for All, which will be held in Bangkok in March 1990.

Mr. Mitchell's family has established the Ronald W. Mitchell Memorial Fund, and asks that contributions be sent in care of the International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Del. 19714-8139.

Create 'National Endowment' for Foreign Studies, Coalition Urges

By Robert Rothman

WASHINGTON—The federal government should create a "national endowment for international education and competence" to lead a nationwide push for enhancing foreign-language and international-studies instruction, a coalition of 165 groups in the field argues in a report issued last week.

The "plan of action" by the foundation-funded Coalition for the Advancement of Foreign Languages and International Studies also calls on states and local districts to "internationalize school curricula." And it urges colleges to strengthen entrance requirements in international studies and to train teachers in the field.

"For 150 years, it was one of the strengths of the United States that we were able to be indifferent and oblivious to the rest of the world," the coalition's chairman, Robert M. Rosenzweig, president of the Association of American Universities, said at a press conference here.

But the growing interdependence of the world economy, the report states, demands "a new educational philosophy" that recognizes that an understanding of other cultures and tongues is a "basic requirement" for the next century.

"It is not enough to provide our students with the three R's," it says. "To understand today's world and function effectively in it, our students must acquire vital international knowledge and skills."

The proposed endowment, modeled after the National Endowment for the Humanities or the National Science Foundation, would serve as the "lead point" for such efforts, the report suggests.

> *"[T]here is a widely recognized need to change . . . to improve our capacity to operate in a highly competitive world."*
>
> —Robert M. Rosenzweig

In addition to sponsoring research and advanced study, it says, the endowment would also sponsor school-college partnerships, develop international-education programs for schools, and serve as a clearinghouse for information on effective programs.

Mr. Rosenzweig declined to predict how much the new agency would cost. But he noted that the group recommended that it supplement existing efforts, which should also receive additional funds.

"It's not unreasonable to say this is a bad time" to make such recommendations, he said, noting the government's fiscal problems. "But there is a widely recognized need to change the way we are doing things to improve our capacity to operate in a highly competitive world."

The report issued last week represents the culmination of a two-year effort by the coalition to lay out an agenda for foreign-language and international studies.

'Higher National Priority'

Funded by the Ford, William and Flora Hewlett, McDonnell, and Rockefeller foundations, the group includes business, education, area-studies, and international-exchange organizations.

Other groups, such as the Study Commission on Global Education and the National Governors' Association, have also proposed an increased emphasis on international studies.

But the coalition is the first attempt to "bring together as many of the relevant actors as possible," according to Mr. Rosenzweig.

The report indicates that the coalition arrived at the "unanimous conviction that international education must become a higher national priority, and that much can and needs to be done to make it so."

Based on the recommendations of its three working groups—on federal support, state and local initiatives, and private-sector involvement—the coalition concluded that all sectors of society must play a role in enhancing international competence.

State, Local Initiatives

Specifically, the group urged the federal government to expand support for international, area, and language studies, as well as for exchange programs.

In addition, the report says, the federal government should provide national leadership to "encourage and focus efforts of state and local governments and the private sector."

While there are many examples of successful programs at the local level, states and districts could do more to enhance international education, Frances Haley, executive director of the National Council for the Social Studies, said at the press conference.

"The ultimate goal," the report maintains, "is to develop and implement policies and programs at the state and local levels to provide opportunities for all students at all educational levels to have access to international education."

To achieve that goal, the report proposes, among other recommendations, that:

- Schools "internationalize" curricula by adding courses in world geography, world cultures, area studies, and foreign languages, and redesign existing courses to provide an international perspective.
- Districts recruit teachers with international knowledge and foreign-language skills.
- States establish scholarships or other incentives to enable students, teachers, and others to participate in international-exchange programs.
- Civic groups foster "sister school" programs to encourage exchanges with schools abroad.

Copies of the coalition's report, "International Competence: A Key to America's Future," along with reports from the working groups on federal support and state and local initiatives, are available for $3 each from CAFLIS, 1 Dupont Circle, Suite 710, Washington, D.C. 20036.

The report of the working group on the private sector's role costs $10, and is available from the same address.

First State-by-State Comparisons of Math, Science Education Released

By Robert Rothman

WASHINGTON—The first state-by-state comparisons of data on mathematics and science education have been released by the Council of Chief State School Officers.

The group last month published a federally funded report, which is expected to be issued biennially, that includes data on student course-taking, demographic characteristics of teachers, and the proportion of teachers teaching out of the field in which they were certified.

The information will, for the first time, enable state officials to compare their own programs to those in other states and in the nation as a whole, said Rolf Blank, director of the council's science/math indicators project.

"In the past, each state published reports, and people weren't sure if they were comparable," he said. "With this common reporting system, we can relate where each state is to the larger picture."

In the future, Mr. Blank said, the council will also include an analysis of the data and descriptions of how states can use the information.

He noted, in addition, that the project will "hook up with" other state-by-state comparisons, including the National Assessment of Educational Progress and the schools and staffing survey of the National Center for Education Statistics.

The N.C.E.S. survey will provide state-level data on elementary class time spent on math and science, and indicators of the preparation of elementary and secondary teachers in math and science. Next year, NAEP will provide state-level data on math achievement by 8th graders.

Findings from the report include the following:

Proportion of Students Enrolled in Math Courses In Grades 9-12 By Level

State	Review and Informational	Formal Level 1 (Algebra 1)	Formal Levels 2 - 5	Other Math	Total
Alabama	28%	16%	27%	*	72%
Arkansas	*	30	36	*	66
California	21	21	28	5%	76
Delaware	34	15	28	1	77
Hawaii	62	13	22	*	97
Idaho	19	25	31	2	76
Illinois	19	21	38	*	78
Indiana	31	15	32	*	78
Iowa	17	22	43	8	91
Kentucky	35	18	34	*	87
Louisiana	14	30	45	*	88
Minnesota	11	21	40	*	72
Mississippi	24	21	37	*	82
Missouri	21	22	36	3	82
Montana	19	30	29	*	78
Nebraska	21	27	48	9	105
Nevada	28	22	25	*	75
New Mexico	40	36	21	*	96
New York	23	19	38	9	91
North Carolina	31	18	30	*	79
North Dakota	15	23	41	1	80
Ohio	28	18	36	1	83
Oklahoma	22	23	33	2	79
Pennsylvania	14	21	47	*	82
South Carolina	46	16	32	2	96
Texas	34	22	34	9	99
Virginia	30	21	30	9	90
Wisconsin	34	21	29	*	84
Wyoming	25	*	19	*	51
Median	**25**	**21**	**34**	**2**	**82**

* State does not collect or cannot report data for category

Note: Illinois data collected 1986-87 school year; Nebraska data includes first and second semester enrollments

SOURCE: State Departments of Education, Data on Public Schools, Fall 1988

Proportion of Students Enrolled in Science Courses In Grades 9-12 By Level

State	Earth Sci. Physical Sci. General Sci.	Biology 1st year	Bio. 2nd yr., Chem. & Phys. Yrs. 1 & 2	Other Science	Total
Alabama	23%	26%	22%	1%	72%
Arkansas	27	34	15	3	79
California	19	24	15	3	61
Delaware	27	24	18	0.4	69
Hawaii	29	23	17	4	73
Idaho	23	23	15	4	65
Illinois	20	24	19	0.5	64
Indiana	22	25	23	1	70
Iowa	23	28	20	1	75
Kentucky	11	20	27	0.1	61
Louisiana	31	25	20	9	84
Minnesota	22	22	23	2	69
Mississippi	10	31	34	0.2	75
Missouri	29	22	26	2	79
Montana	25	18	33	2	78
Nebraska	25	34	25	9	93
Nevada	19	18	22	6	66
New Mexico	32	33	16	1	82
New York	27	33	23	5	87
North Carolina	21	23	15	1	60
North Dakota	27	27	29	2	85
Ohio	24	24	19	4	71
Oklahoma	18	24	21	9	72
Pennsylvania	19*	27	25	0	71
South Carolina	27	25	18	1	71
Texas	25	26	16	6	67
Virginia	25	25	27	0.5	78
Wisconsin	24	24	20	2	71
Wyoming	17	18	14	3	52
Median	**24**	**25**	**19**	**2**	**71**

* Estimated from totals for grades 7-9

Note: Illinois data collected 1986-87 school year; Nebraska data includes first and second semester enrollments

SOURCE: State Departments of Education, Data on Public Schools, Fall 1988

- In the 29 states that reported enrollment data, an average of 24 percent of high-school students were taking earth, physical, or general science in 1988-89.

The proportions taking such subjects varied widely among states, however. For example, 0.4 percent of Alabama students and 24 percent of Virginia students in grades 9 through 12 were taking earth science.

"It is likely," the report states, "that the variation reflects differing state priorities and guidelines for 9th-grade science."

- The median state percentage of math teachers under age 30 is 14 percent; the median above age 50 is 16 percent.
- The proportion of male and female math and science teachers varies substantially. In Minnesota, 20 percent of math teachers are female; in Texas, the proportion is 76 percent.
- The percentage of math teachers teaching out of field ranges from 0 percent to 27 percent, while the proportion of part-time chemistry teachers teaching out of field ranges from 0 percent to 61 percent.

Copies of "State-by-State Indicators of Science and Mathematics Education" are available for $2 each from Rolf Blank, Director, Science/Math Indicators Project, Council of Chief State School Officers, 400 North Capitol St., Washington, D.C. 20001.

R 4800-1

EDUCATION WEEK

American Education's Newspaper of Record | Volume IX, Number 16 · January 10, 1990 | *© 1990 Editorial Projects in Education / $2.50*

European Upheaval Sparks Curriculum Debate

Teachers Lament Gaps In Students' Knowledge

By Peter Schmidt

At a time when minority educators are pushing hard for a less "Eurocentric" world view in school curricula, the tumult in Eastern Europe—and U.S. students' failure to grasp its significance—has convinced some that social-studies reform should include more, not less, about modern European history.

Across the country, teachers trying to use the upheaval in the Eastern Bloc as an instant history lesson have reported that their students have a surprisingly poor background for understanding the momentous events.

"Teachers said, 'I could not tell my kids about it without crying, and my kids were looking at me with a glazed expression,' " said Francie M. Alexander, associate superintendent for curriculum, instruction, and assessment in the California Department of Education.

Denny L. Schillings, a teacher of European history at Homewood-Flossmoor High School in Flossmoor, Ill., said that while honors and

Continued on Page 26

AP/Newsfinder

A Rumanian student photographs soldiers in Bucharest last week, about 10 days after the Communist government of Nicolae Ceausescu was toppled.

Rule Governing Chapter 1 Funds Is Struck Down

Judge Rejects Allocation Of Aid to Church Schools

By Mark Walsh

In a decision with national implications, a federal district judge has struck down a U.S. Education Department regulation governing the allocation of federal Chapter 1 remedial-education aid to students in church-affiliated schools.

Acting in a case brought by Missouri taxpayers, U.S. District Judge Joseph E. Stevens Jr. ruled on Dec. 21 that the federal rule forcing states and school districts to deduct the cost of aiding parochial-school students "off the top" of their entire Chapter 1 allocations violates the First Amendment's ban on government establishment of religion. The plaintiffs charged that under the funding scheme, private-school students in some communities received seven times as much aid as those in public schools.

The Education Department adopted the rule in response to the U.S. Supreme Court's 1985 decision in *Aguilar* v. *Felton*, which barred public schools from sending their employees to church-affiliated schools to teach Chapter 1 classes.

The regulation, issued during the tenure of former Secretary of Education William J. Bennett, was intended to make funding available for alternative—and relatively more expensive—means of providing services to private-school students, such as in mobile classrooms.

In his ruling in *Pulido* v. *Cavazos*, Judge Stevens held that remedial services could not be provided in vans parked on church property, but that they could be provided in vans parked on public property adjacent to churches.

Continued on Page 24

Project Seeks To Hone Preschool-Program Accreditation

By Deborah L. Cohen

Concerned that existing accreditation procedures do not adequately address the growing numbers of public-school programs serving 3- to 5-year-olds, the Southern Association of Colleges and Schools has joined forces with early-childhood experts to tailor an accreditation process to preschool programs.

In a pilot project to be launched this year, SACS plans to incorporate into its own accrediting procedure the National Association for the Education of Young Children's standards for early-childhood programs.

The joint venture, experts say, represents the first attempt to fashion an accreditation procedure for use by a broad range of public and private schools and centers for preschool children in a wide geographic area.

SACS, one of six regional bodies that accredit public and private schools and colleges, accredits programs in 11 Southern states. The N.A.E.Y.C. has its own rating system to accredit early-childhood centers nationally.

Officials of SACS and the N.A.E.Y.C. have met informally to discuss how to merge their standards, and representatives of both groups will meet in March to work out the details.

The project, which could get under way as early as this spring, is expected to include at least one school that serves 4- and 5-year-olds from each of the SACS states.

Officials of both groups say the project could serve as a model for other accrediting bodies and could help spur the spread of "developmentally appropriate" instructional practices in early-childhood programs.

"We see a great potential for our two organizations to emerge with a model that

Continued on Page 14

Report Advocates Network To Benefit Minority Students

By Peter Schmidt

WASHINGTON—A group of prominent educators and policymakers has recommended the establishment of a national networking organization to help champion and disseminate promising strategies for boosting the school achievement of minority youths.

The nonprofit network is among 58 recommendations contained in a report scheduled for release this week by the Quality Education for Minorities Project, an endeavor established with $1.2 million in funding from the Carnegie Corporation of New York and based at the Massachusetts Institute of Technology.

The book-length report, *Education That Works: An Action Plan for the Education of*

Continued on Page 25

Effort To Improve Ky. Schools Seen Mired in Political Power Battle

By Reagan Walker

With a court-ordered redesign of their schools looming on the horizon, Kentucky lawmakers began last week what could be the most contentious legislative session in the state's history.

Finding remedies for the educational ills that led to last year's landmark state supreme court decision was to have been a topic for resolution in a special session held after next May's primary elections. The court declared the entire Kentucky school system unconstitutional.

But a recent spate of rhetoric by the Governor—and its repercussions in the legislature—has created a volatile political mixture that will make the timing and funding of a school-reform bill, if not its substance, cause for vigorous debate.

One potentially explosive issue, many lawmakers said last week, could be the gubernatorial-succession amendment being heavily promoted by Gov. Wallace G. Wilkinson. It could, these legislators said, create a climate so divisive that reaching a consensus with the executive branch on education would be difficult.

Many are predicting that what could unfold is an all-out brawl over the balance of powers between the legislative and executive branches.

Governor Wilkinson, who is suggesting, sources said, that he needs a now-prohibited second term to see through school reform, will be met head-on by a legislature seeking to extricate itself from a long tradition of dominance by the chief executive.

The search for an "efficient system of common schools," which the supreme court placed squarely in the hands of the legisla-

Continued on Page 20

Also in the news

7 **Reading Compromise**
A federal study supports both phonics and reading in context.

21 **E.D. 'Privatization'?**
A move to let contractors run the research library appears to be stalled.

32 **Decade Forecasts**
A sampling of views on how education will fare in the 1990's.

IN SUMMARY

The Great Reading Debate
In the latest twist in the battle over reading instruction, a federal study has concluded that effective teaching requires a balance between phonics activities and reading in context. **Page 7.**

The Classics in Comics
Once decried by English teachers, Classics Illustrated comic books will be back on the shelves next month; this time, some educators predict, they may well get a warmer reception. **Page 7.**

Taking Stock in Oakland
The new leaders of the troubled Oakland, Calif., public schools say the district's educational and financial problems are not as bad as media accounts have made them seem. **Page 10.**

Proposals for New York
In his annual State of the State address, New York Gov. Mario M. Cuomo has called for restructuring of the state's school-finance formula and universal health care for children in the state. **Page 15.**

Consolidation on the Agenda
Faced with seemingly intractable problems of school finance and equity, a growing number of state officials argue that the time has come to again consider rural school consolidation. **Page 15.**

Walkouts in Washington State
The state's teachers are planning one-day walkouts and other demonstrations next month to protest the governor's decision not to use part of a huge budget surplus for pay raises. **Page 17.**

Improving Science Education
Secretary of Energy James D. Watkins is asking corporate leaders to open their research laboratories to provide opportunities to train precollegiate students and teachers. **Page 23.**

Appointments	34
Commentary	28 and 48
Deadlines	34
Events	34
Federal File	21
Foundations	13
Letters	28
Marketplace	35
State Journal	15

EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 4301 Connecticut Ave., N.W., Suite 250, Washington, D.C. 20008. (202) 364-4114. Subscriptions: U.S.: $49.94 for 40 issues. Canada: $72.94 for 40 issues. Foreign: $114.94 (airmail) and $82.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. POSTMASTER: Send address changes to EDUCATION WEEK, P.O. Box 2083, Marion, Ohio 43305. Volume IX, Issue 16.

ACROSS THE NATION

NATIONAL

Yale, Princeton Begin Accepting A.C.T. Scores for Admissions

Yale University and Princeton University have begun accepting scores from the American College Testing program as well as the Scholastic Aptitude Test for admission.

The A.C.T. is widely administered at high schools in the South and Midwest; the S.A.T. is predominant in the East and West and has long been required for admission at the two Ivy League institutions. Their acceptance of A.C.T. scores is expected to boost admissions from the South and Midwest.

For several years, Cornell University and Brown University have been the only Ivy League institutions to accept either test for admission.

Yale officials said the change in policy has already facilitated the admissions process for a few students from the Midwest who applied to Yale's early-action program this fall.

■ **The U.S. Consumer Product Safety Commission has begun a program to alert school districts of the dangers posed by folding tables that can tip over.**

At least six children have been killed and 14 others injured in the past 10 years as a result of moving or playing with folding tables that tipped over on them, the commission reported.

Many of the injuries occurred when an adult asked a student to move one of the folded tables, which are commonly found in school cafeterias and conference rooms, and can weigh 270 pounds or more. Often, the top-heavy tables tip over after their wheels hit an obstruction, commission officials said.

The commission last month announced that it had sent every district in the country a form for ordering a free supply of warning labels to stick on every mobile table that is at least 50 inches high when folded. All six manufacturers of the tables have voluntarily joined the warning program.

STATES

Georgia Board Relaxes Stand On 'No-Pass, No-Play' Rule

The Georgia Board of Education has relaxed its "no-pass, no-play" rule to allow younger high-school students to compete in athletics with fewer academic credits, but the state high-school athletic association says it won't go along with the change.

According to a board spokesman, the rules were changed to allow students who falter more time to "get back on track."

Previously, second-year students were required to have earned 5 credits, and third-year students 10 credits, to compete in athletics. Now they need only 3 and 9 credits, respectively.

But William Fordham, executive director of the Georgia High School Association, which regulates interhigh-school athletics, said the association has no plans to lower its requirements.

The board of education also eliminated academic eligibility requirements for certain extracurricular activities, such as belonging to a club that fights drug abuse or serving on a homecoming court.

In addition, it dropped a provision prohibiting fifth-year students from participating in extracurricular activities.

The old rule was heavily criticized by school administrators, who said it created excessive paperwork.

The board's action last month was its second revision of the controversial rule in a year.

■ **A task force appointed by Gov. Thomas Kean of New Jersey has released a comprehensive plan for improving students' literacy in the arts.**

After a two-year study, the Literacy in the Arts Task Force last month gave New Jersey schools "a barely passing grade" for arts instruction. It concluded that schools that "deny children an understanding of the arts also deny them a powerful communications tool," according to the group's chairman, Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

According to the report, New Jersey is one of 29 states with an arts requirement for high-school graduation. But the task force notes that New Jersey students can meet the requirement by taking a course in "practical" arts, such as home economics or industrial arts.

The report also notes that most of the arts instruction in the state focuses on visual arts or music. Theater and creative-writing courses are rare, and dance courses are virtually "nonexistent."

The task force recommended that the state board call for each district to offer a comprehensive, multicultural arts program that would allow students to discover art on many levels, and that would be integrated throughout the K-12 curriculum.

DISTRICTS

Cleveland School Board Cannot Fire Superintendent, U.S. Judge Rules

A federal judge has granted a temporary injunction barring the Cleveland school board from considering a motion to fire or suspend its embattled superintendent, Alfred D. Tutela.

Mr. Tutela sought the order from U.S. District Judge Frank Battisti, who oversees the district's long-running desegregation case and who appointed Mr. Tutela as part of his order in the case, after several board members said publicly that they would seek to oust the superintendent.

The superintendent's relationship with his board deteriorated steadily last year during a heated school-board race. On Nov. 7, Election Day, Mr. Tutela filed a lawsuit against four board members charging that their support of a resolution barring him from participating in the campaign violated his free-speech rights.

In his ruling, Judge Battisti said that board members were apparently seeking to fire Mr. Tutela in retaliation for his lawsuit against them, and that dismissing the superintendent would constitute a violation of his rights of free speech and access to the courts.

■ **A federal court is expected to decide this spring whether public-school officials in Stafford County, Va., must pay for an interpreter for a deaf boy who attends a Christian school.**

The parents of 12-year-old Matthew Goodall filed a lawsuit in U.S. District Court in Alexandria late last year. They contend that federal special-education law requires school officials to continue to provide their son with interpretive services even though the boy left the public-school system in 1988 to attend the Fredericksburg Christian School.

Scott Cairns, a lawyer for the school system, said state law forbids school officials from serving students in religious schools. The Virginia State School Boards Association is expected to file a brief in support of the school system in the case.

■ **Members of the Boston Teachers' Union will vote this week on whether to hold a two-day strike later this month to protest the city's inability to pay for the teachers' contract.**

On Dec. 14, teachers and other school employees staged a one-day walkout that forced Superintendent of Schools Laval S. Wilson to close the schools.

The union's executive committee has recommended striking again on Jan. 25 and 26, according to Edward J. Doherty, the union's president. Members will vote Jan. 10 on whether to do so.

In early December, the City Council declined Mayor Raymond L. Flynn's request to provide funds for the first year of the three-year contract, which calls for site-based management and other educational reforms.

The union and city administration are now deadlocked over whether the contract, which was settled in May, must be renegotiated.

■ **Teachers in Terrebonne Parish in Houma, La., returned to work last week after a 42-day strike, the longest in the state's history.**

The teachers, who began the strike Oct. 18, had unsuccessfully sought collective-bargaining rights.

Instead, a committee of teachers, administrators, parents, and support personnel will be formed to bring concerns about instructional issues and personnel matters to the school board's attention, according to L. P. Bordlon, assistant superintendent for curriculum and instruction.

The district's 21,000 students remained in school during the strike, as did 38 percent of its teachers, Mr. Bordlon said. Some parents worked as substitutes during the strike.

■ **Los Angeles teachers have voted to charge nonunion members for the services they receive from United Teachers of Los Angeles.**

In a Dec. 13 election, 14,632 out of the 21,641 teachers who voted were in favor of instituting "agency fee" dues; 34,000 teachers were eligible to cast ballots.

Frances Haywood, vice president of the union, said the dues for nonmembers have not yet been determined. In other California districts with such arrangements, nonunion members pay approximately 85 percent of members' dues, according to the U.T.L.A.

■ **The New York City Board of Education has voted to designate the Manhattan Comprehensive Night High School as a degree-granting institution,** making it possible for students to complete all requirements for a high-school diploma